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ROUND TABLE

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Are We Re-educating the Germans and the Japanese?

A Radio Discussion by ERNEST COLWELL
EDWARD D'ARMS *and* GEORGE STODDARD

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Around the Round Table . . . .

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Edward F. D'Arms, professor of classical languages and literature at the University of Colorado, has recently joined the Civil Affairs Division of the War Department as chief of the Education and Religion Policy Section of the Reorientation Branch. Professor D'Arms was formerly education and religious affairs officer with the Sixth Army Group and served with the Allied Military Government in Bavaria. Before joining the faculty of the University of Colorado in 1937, he taught at Princeton University, Vassar College, and Miami University. Professor D'Arms studied at Princeton University, where he received his A.B. and Ph.D. degrees. From 1925 to 1928 he was at Oxford University as a Rhodes Scholar and was granted his M.A. from Oxford. He is the author of *Ancient Biography*, *Roman History*, and *The Classics as Propaganda in Modern Italy*.

George D. Stoddard, president of the University of Illinois, was chairman of the recent United States Education Mission to Japan. Mr. Stoddard studied at Pennsylvania State College and at the University of Iowa, where he received his Ph.D. degree. He also spent a year of study at the University of Paris in France. He was associated with the University of Iowa from 1925 until 1942 where he served as a member of the department of psychology, director of the Iowa Child Welfare Research Station, and as dean of the Graduate College. In 1942 he became president of the University of the State of New York and Commissioner of Education. He assumed his duties as president of the University of Illinois on July 1, 1946. He is the author, among others, of *The General Shop* (with L. V. Newkirk) (1928); *Child Psychology* (with B. L. Wellman) (1934); *The Meaning of Intelligence* (1943); and *Tertiary Education* (1944).

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Are We Re-educating the Germans and the Japanese?

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Mr. Colwell: The attention of the world is turning to the peace conference which convenes in Paris tomorrow to draw up the peace treaties which will end the war. No one believes that the treaties in themselves will create a peaceful world. The nations that were our enemies must assume their place and their share in the international cooperation necessary for a peaceful world. Our own Military Government in the occupied areas has initiated programs of re-education. The big question is: Can we re-educate the Germans and the Japanese?

You were in Japan in March, Stoddard. Have we really begun re-education there?

Mr. Stoddard: The re-education of Japan began before the arrival of the Commission. General MacArthur and his Headquarters staff had already issued a series of negative directives aimed at removing some of the poisonous materials from the Japanese educational system. They have a group of expert Army officers who know Japan, and they also had gathered together a group of Japanese educators in a parallel committee.

Mr. Colwell: Is the situation in Germany as far along as this statement of Stoddard's would suggest is the case in Japan?

Mr. D'Arms: In many cases I should say that it was further along. We started the negative part of the job immediately after V-E Day, but in one sense the re-education job—that is, in relation to the political, economic, and cultural complexion—has not gone far as yet.

Mr. Colwell: Let us get a clearer picture of what is happening in Japan and Germany, and let us look at some of these questions in more detail.

What is the size of the job in the Japanese educational program?

MR. STODDARD: We were faced with a school system of about eighteen millions of children, running from elementary grades up through the university level. There were over four hundred thousand teachers, all of whom, we must remember, were saturated with the war lords' ideology. They simply could not be allowed to use the textbooks with which they had fought the war; it was a case of taking out what the Military Government found and substituting new methods and, if possible, new teachers as fast as they could be trained.

MR. COLWELL: Is the attitude of the Japanese a hindrance to the work of the educators, or not?

MR. STODDARD: It is an amazing thing, and one that is really hard to believe, but the Japanese leaders, and I should say the Japanese people themselves—the teachers, for example, and also the pupils—have greeted the American forces and the American civilians with great enthusiasm. We found them to be our very best collaborators.

MR. COLWELL: I find it hard to believe that in a brief visit of one month you could satisfy yourself as to the sincerity of an entire nation. After all, your Commission was in Japan thirty days?

MR. STODDARD: That is right; I should say that not a single one of us could be called an expert, although a few of us had been there before. Actually, though, we were not without resources. We depended to a large extent upon the Japanese themselves and worked hand in hand with them.

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Mr. Colwell: What specific instance is there, or what evidences did you see of this widespread attitude?

Mr. Stoddard: We visited schools, for example, and found that even where they had had no chance to prepare to welcome us, they did welcome us. The boys and girls waved their handkerchiefs, and the teachers greeted us with enthusiasm and served us tea; and, more important, they listened to ideas and expressed a great interest in what we could do for the children of Japan. They were repudiating publicly (and I should say privately), their war leadership.

Mr. D'Arms: Just what do you think can be done? I have read the report of the Commission; it is long and very good, but what are the most significant features of it?

Mr. Stoddard: It certainly is complicated, but I should say that our recommendation that the Japanese decentralize the whole educational system is the most important single item in the report. Heretofore, they have had a system whereby one man in Tokyo, under the leadership of the War Ministry, could dominate the thinking of the entire nation.

Mr. D'Arms: That was also true in Germany, of course.

Mr. Stoddard: That is correct.

Mr. Colwell: Is your recommendation that this system be decentralized anything more than taking the easiest way out by simply transplanting a decentralized American system of education to Germany and Japan? Are you not just doing the easiest job?

Mr. Stoddard: I think that we are vulnerable there. Our plan looks something like the American system; but, after all, we do have a good reason for the American system. We do not want anyone in Washington to tell us what to think and what to do, what textbook to select, or on what basis a teacher should be promoted.

Mr. Colwell: How would this centralized system work in a specific case of trouble in a local schoolroom in Japan?

Mr. Stoddard: In the old system there was nothing farther than the distance between, let us say, a parent and a school. Everything had to route through Tokyo. There was no sense of community spirit in the school. It was completely dominated and during the war had been placed under a kind of thought-control police, to make sure that even the Minister of Education would not get out of line.

Mr. Colwell: The question which occurred to me as I read the report was whether the drastic recommendation that the written language of Japan be changed was really justified.

Mr. Stoddard: I noticed in a recent article that that recommendation was called premature, and perhaps it was. But, frankly, we could not quite face the idea of having another generation of Japanese children spend about 70 per cent of their time on a dead-end type of learning. They have to learn twelve hundred characters in the elementary school; they really succeed in learning only about six hundred. They cannot read the newspapers unless they have twenty-four hundred; so that this gets them nowhere. We thus felt that the time had come for a group of Japanese leaders really to take hold of the question and do something about it.

Mr. Colwell: But is this not again simply a case of imposing our ideas upon the Japanese? Language is the possession of the people who speak and write it. Even Theodore Roosevelt gave up in despair after an attempt to reform American English.

Mr. Stoddard: That is right. And this is a much more fundamental reform than that. But we did get a lot of support from liberal leaders in Japan who for many years have tried to accomplish this very thing and who are glad to have an external group come in and give it a push, as it were.

Mr. Colwell: I still have some skepticism as to the degree of gladness with which the efforts of the conquering educators are welcomed in Japan.

Did you receive the same kind of welcome in Germany?

Mr. D'Arms: Certainly not to the same extent. The Germans are very proud of their educational system; they feel that they have given the world a great deal in the way of education, and consequently they are not readily disposed to make major changes.

On the other hand, our basic policy is that the Germans must handle their own situation for themselves. We are there to advise and assist, but it is up to them to make the suggestions and to carry them out.

Mr. Colwell: This implies that actually the Military Government has very little to do with the re-education of Germany. I gather from reading Stoddard's report that in Japan they have a series of very significant and important recommendations that would, in effect, remake the educational system.

Mr. Stoddard: I think it would, although not in terms of physical structure. The Japanese themselves, the educational leaders, have pointed to the emphasis on knowledge from above. They have decried the emphasis on memory, for example; and, in a sense, all we did was follow the leadership of these people, of these leaders.

Mr. Colwell: But you selected the leaders to be followed?

Mr. Stoddard: Yes. It is true that they are the ones, obviously, who did not lead in the war aggression.

Mr. D'Arms: But there is a difference, after all, between choosing persons to put across your own idea and removing those who will propagate the wrong ideas, that is, a strong nationalism or a strong militarism.

That is what we have done, basically, in Germany, and I

should think in Japan, too, We have removed those who were closely identified with the Nazi movement and with the strong nationalist and militaristic groups; that was our first step, and a very important one. In many cases, for instance, not more than one-fifth of the teachers available could be used, because they had been identified with the Nazi movement.

Mr. Colwell: What is the general shape of the program for re-education in Germany, as compared with the program for Japan, for example?

Mr. D'Arms: The basic framework of the program is that the Germans must do the re-educating themselves; but we hope that there will be a number of changes made. For instance, the National Ministry is gone, and education is now in charge of the separate states. We hope that there will be a reform in the administration and structure of the system; in fact, the ministers of Bavaria and of Hesse have already submitted such proposals. The Germans are writing their own textbooks for the future. Two hundred and seventy-two manuscripts have been submitted and approved or rejected for future publication.

Mr. Colwell: What sort of recommendations do you get from these ministers—recommendations as to what?

Mr. D'Arms: The German system has always been very complicated, with only the first four grades comparable to our first four grades here. After that, the pupils branch out in a number of different ways. The secondary schools have been quite distinct from all forms of the elementary school, even starting before the secondary school according to our ideas. And it would not be undesirable, in our opinion, if there should be some more uniform sort of system which would permit children of all economic and social classes to have access to the school system.

Mr. Stoddard: That has been one trouble in Japan, of course. Only about 15 per cent of the population ever went

beyond the sixth grade, and hardly any went to college; and, if we were to place women in that general statement, we would find that they had practically no chance at all in Japan.

Mr. Colwell: How far did the average girl go in education in Japan?

Mr. Stoddard: She was not expected to have any demands made upon her, except for household tasks, and she dropped out generally after the compulsory period of six years.

Mr. Colwell: I should like to get back to another question. It seems to me that we have too glibly assumed that this is all being done by Germans for Germans. Is not the occupation force an essential to the re-education program? Will the re-education continue if our occupation forces are withdrawn from Japan and Germany?

Mr. D'Arms: We hope that there will be an ever increasing decontrol. The education officers connected with the Military Government still supervise and assist to a large extent the activities in the educational field; negatively, in removing the teachers, in seeing to it that the wrong textbooks are not used, and problems of that sort.

Mr. Stoddard: Do they work in close cooperation with the Germans themselves?

Mr. D'Arms: Yes, I should say so; and also there are some things which only the Americans do. For example, many of the available school buildings were occupied by our troops last fall; it was necessary to make those buildings ready for occupancy and that could be done only through Army authorities. In Nuremberg, for example, only seventeen schools were left in the whole city.

Mr. Colwell: I can see the value of Army cooperation in the physical aspects of education; but it is certainly somewhat alien to the American tradition to have the military in charge of an

educational program that is supposed to develop citizens for democratic living. The big question is: Can we really do that? Can we impose a democratic education upon other people?

Mr. Stoddard: In Japan these Army officers are not really Army officers down underneath. If you scratch them a little bit, you will discover that they are teachers and professors who are in there in disguise. They are drawn for their ability to get along with people and to understand economic and social and political education programs.

Mr. Colwell: We in educational institutions in this country are always enthusiastic about the freedom from political influence of the school system, and we certainly want it free from military control. It is because of this background in our own country, in our own schools—the ones in which we work—that this seems to me to be one of the central questions: How much censorship is necessary to carry on these programs abroad? Is there censorship in Germany at the present time?

Mr. D'Arms: Yes, there is still some censorship. The Germans publish some newspapers and periodicals by persons who have been licensed through the Information Control Services; and the Americans publish some periodicals. As yet it is not possible for American publications to appear in large numbers, although that is contemplated soon.

Mr. Stoddard: I do not really care much who publishes them. What is the type of censorship? What is taken out, and what is left in? That is the real question.

Mr. D'Arms: Naturally, those things which reflect the glory of the old regime of Hitler and the Nazis, of militarism and extreme nationalism, are considered highly undesirable, and anything of that sort is certainly removed.

Mr. Stoddard: I see. In Japan that is rather simple because the Japanese themselves have said that they want all such

poisonous materials removed. So, in a sense, we do not have to answer the fundamental question of whether or not we are imposing something upon the Japanese.

Mr. Colwell: I am still somewhat unconvinced that the fundamental question is answered, because when we say that the Japanese themselves want it, the identification of the particular Japanese who say this is still in question. I mean, are they, or are they not, spokesmen for the mass of the Japanese people?

Mr. Stoddard: That is correct; and I should say that a vulnerable point in this mission was that we seemed to be dealing with the top people too much, with General MacArthur and his staff, with the Emperor, and with the Foreign Minister and the Prime Minister. However, as a matter of fact, members of the mission went out of their way to establish a balance on that. The labor leader on the mission, for example, went down among the masses, as it were, to find out what they were thinking; and all of us visited schools and found out from youth movement and teacher groups, and other organizations, what they really wanted for the new Japan.

Mr. Colwell: But you feel that it is justifiable to have censorship to a degree?

Mr. Stoddard: A censorship which removes a previous censorship or control over thinking. That is the paradox. It is true that we have to remove some things which kept these people in intellectual strait jackets.

Mr. Colwell: Do you think that we do anything of that kind in this country?

Mr. D'Arms: Yes; there are some examples of it, certainly.

Mr. Stoddard: I expect that there are.

I should not say that we could export to Japan or Germany, either, any perfect system or program; but at least we have our

aims. We do want freedom. We want the individual teacher in the individual community to have a lot to say about what will go into the school program.

Mr. D'Arms: We want to help develop the responsibility of the individual and the self-determination of the individual. Certainly one way of doing that is to show the Germans and the Japanese other ways of doing things, other patterns of culture. For many years they have not been allowed to learn what other peoples have been doing; and if we can show them that it is perfectly possible to operate in a different way, successfully, and in the general direction of democracy, then we hope that they will be smart enough to see that such a way is highly desirable.

Mr. Stoddard: That is a good point for the Japanese. They have been living in a system of cultural isolation. Their language has been against them. Their geographical location and their preparation for this war have cut them off. It was our feeling, frankly, that they were glad again to get into communication with other peoples; they welcomed it.

Mr. D'Arms: That is certainly true in Germany, too. They are anxious for a resumption of international relations in the cultural and the intellectual spheres.

Mr. Colwell: But at the present time our Military Government control certainly does not give them the freest access to information from outside. The importation of books from abroad is not freely permitted.

Mr. D'Arms: Not at the moment; but it is contemplated with ever increasing liberality that there will be close contact through the printed word and through actual personal relations.

Mr. Colwell: I should like to ask D'Arms how, in any particular case, the Military Government engaged in education would succeed in changing some important aspect of the German

educational system without doing it by an order? How do they avoid imposing such a change? How does it become persuasion?

Mr. D'Arms: Here is an example: In Bavaria last year we printed five and a quarter million textbooks for distribution among the Germans. They were not textbooks which we had written ourselves; they were German textbooks from the Weimar period, which we reprinted.

Then came the question of how to distribute them. The practice in Bavaria had always been for the pupils to pay for their own texts. It was not possible, because of the difficulties in transportation, to have the booksellers distribute them. It had to be done through the Military Government and German organizations; and eventually it was found much simpler for the State Ministry of Education to pay for all the textbooks itself rather than to collect the few pfennigs necessary from each of the German pupils. In that way the idea was introduced (perhaps by accident) for the first time that the state supplies the textbooks.

Mr. Colwell: We have heard what Stoddard said about the intention to emancipate women and girls in the field of education in Japan. I think that we all realize that the position of women in Europe generally, and in Germany also, has not really been in the pattern of coeducational opportunities in American institutions. Are there plans in Germany to make more extensive opportunities available to women?

Mr. D'Arms: That is a very interesting point. We would like to see more opportunities for women—more participation by women in all phases of the educational system.

Of course, technically, coeducation has existed in Germany for a long time. Actually, however, there were very few women who went very far up the educational ladder. One complicating factor is that the women had the vote during the Nazi regime, and they seem to have been more highly Nazified than the men. This is certainly a complicating factor in trying to introduce

more women schoolteachers or more women members of school boards, because there is greater danger that they are still Nazified in their thinking.

Mr. Stoddard: I think that the Japanese are better off in that respect. They did not expect the Japanese women to vote at all. They did not think that they knew enough to find their way to the polls, and it never occurred to them that if they did get there, they would have any intelligence about the matter. But, as a matter of fact, 30 per cent of the total vote was feminine; and, as far as we can tell, they voted pretty largely on the liberal side.

Mr. D'Arms: That is a good sign.

Mr. Colwell: The central problem that our forces face in this educational task is securing an immediate supply of teachers. Germany has lost a tremendous intellectual resource—the intellectuals, Jews, liberals, democrats, who were either liquidated, killed, starved, or exiled from Germany. This represents a handicap in the present situation; there is a shortage of liberal educated leaders.

Mr. D'Arms: Definitely yes; Germany will suffer from that for a long time. We found, at the very beginning, that teacher-training was one of the most important factors. In de-Nazifing the teachers, we found that many of them were unusable. In one class, for example, only twenty out of one hundred and eight could be used; and the average age of the teachers we found acceptable is now fifty-five to sixty.

Mr. Stoddard: That reminds me, Colwell, when you asked about the major recommendations in the Japanese report, that I should have said that it places great emphasis on teacher education, for in Japan it is not a case of finding people to replace those who have left the country, because no one has left; but it is rather a matter of freeing them, of getting them away from

their memory exercises, of giving them some individual liberty, and of establishing good human relationships with their pupils.

Mr. D'Arms: Yes; it is not only a matter of pedagogy—learning the subject, knowing the subject properly—but it is a matter of inculcating democratic procedures and methods.

We have opened forty-two teacher-training colleges in Germany so far, and by the end of the year three thousand persons will have passed through those colleges, and presumably will be ready to teach in the way we would like to have them teach.

Mr. Colwell: This again makes one of the central administrative problems—the procurement of teachers—a basic democratic problem, because it is not really the Germans who are selecting the teachers who are going to teach the next generation of Germans. It is the American Military Government which screens out applicants, I presume.

Mr. D'Arms: That is left to the Germans to a very large extent. We inform them as to what our standards are; the negative standards and the limits within which they are to operate; but, in the last analysis, it is the Germans who do the screening. Then if we find that any serious mistakes have been made, of course we may have to take action.

Mr. Colwell: I wonder to what extent it is true in Japan, as I am sure it is true in Germany, that the general disorganization in economic life and political life, what industries it will have, and the uncertainty as to the future shape of the German nation prevent the planning of an adequate educational system.

It would seem to me that a boy could not be educated for a job until it was known what the range of jobs in Germany was to be in which this boy could engage. That is perfectly clear.

Is there a similar situation in Japan? Are there similar uncertainties there?

Mr. Stoddard: There are some. Unless Japan achieves some

kind of agricultural and economic stability, her people will be in for a very low standard of living. The teachers do not now earn enough to live on. They have to take outside jobs in order to get enough food and clothing.

But within their general limitations the Japanese people themselves, backed up by the military, are going to try to redo and reconstitute their educational program. Within their total economic resources, they favor that.

MR. COLWELL: How long will it take them to do it? How long will this education go on?

MR. STODDARD: I should hate to see it stop short of a generation. General MacArthur was very explicit in telling the Mission that he felt that one of the greatest hazards to the success of the occupation would be the desire of the American people, or the American G.I., to get back home too soon. Everyone there seems to think that, in order to do a decent job, we should stay in Japan for about a generation, and some people think for about two generations, in order to do it well and have it stick.

MR. D'ARMS: But, after all, it is not entirely a matter of time. It is a matter of achieving certain objectives.

MR. STODDARD: That is right.

MR. COLWELL: What are the objectives that have to be achieved before the job is done? There has to be economic stability. There has to be a government, a stable government.

MR. STODDARD: In Japan this would mean, on that latter point, that they would adopt their newly drafted constitution, or something like it, guaranteeing civil liberties and setting the pace of events for economic recovery. It also means, frankly, the training of the Japanese mind along these free-moving lines.

MR. COLWELL: One of the special problems in Germany, of course, is the question of the correlation of the programs of

Russia, England, America, and France. Is there hope that we may find effective cooperation there which will make this education significant for Germany as a whole?

Mr. D'Arms: That, of course, depends to a very large extent upon what happens in the political and economic spheres; education, in the strict technical sense of the term, has to fit into the larger pattern. But there are some things which seem to indicate that such cooperation is not impossible. For instance, in the field of religion, which is frequently one of the most delicate of all subjects, a complete working agreement has been arrived at among all four powers; and the basic principle of religious freedom has been agreed upon and is in operation now.

Mr. Colwell: That is in all of the four areas of Germany?

Mr. D'Arms: All four areas.

Mr. Colwell: That certainly should be some ground for hope that cooperation might be achieved in other areas of education.

Mr. Stoddard: A similar event took place in Japan; namely, the removal of the teaching of national Shintoism paradoxically has prepared the way for the entry of any religious doctrine acceptable to the people. It simply removed a kind of monopoly which had been saturated with military ideas. So they now have, almost for the first time, a complete religious freedom in Japan.

Mr. Colwell: We have, in this discussion of the re-education of Germany and Japan, recognized the enormous size of the job to be done. We recognize that the major difficulties are created not by the sheer physical destruction of cities and school buildings but even more by attitudes of suspicion and non-cooperation; by the lack of teachers devoted to democratic ideals. The lack of a truly liberal education in Japan and Germany in the past is a large part of their handicap now, since it led to the shortage of teachers who can serve this new program.

Technology and indoctrination dominated German education, and Germany fell. Memory, imitation, and thought control from above dominated Japanese education and led to disaster. Thus, whether we educate in Germany, Japan, or at home, we need a truly liberal education for citizenship.

The Round Table, *oldest educational program continuously on the air, is broadcast entirely without script, although participants meet in advance, prepare a topical outline, and exchange data and views. The opinion of each speaker is his own and in no way involves the responsibility of either the University of Chicago or the National Broadcasting Company. The supplementary information in this transcript has been developed by staff research and is not to be considered as representing the opinions of the* Round Table *speakers.*

What Do *You* Think?

1. How would you define "re-education" for occupied nations? What do you consider is the scope of the job? Have we really begun this job? What is the responsibility of the United States? How long does it last? What are the criteria for ending occupation supervision of education?

2. What is happening at the present time in Germany and Japan? What is the content of this re-education program? Do we force textbooks on students? What are the techniques by which our program is being conducted? Are they successful?

3. What is de-Nazification? Is such a negative program enough? Is there a German "lost generation"? How much censorship and control is used? How much is justified? How can we get teachers to carry out these programs? How much control should the people themselves have?

4. How far can we go in forcing people to be democratic? In forcing education on people? How can we solve the essential dilemma of forcing an educational program on a people when we aim to teach democracy?

5. What is the attitude of the people in Germany and Japan toward re-education programs? What is their general attitude toward occupation? Is there a dilemma between our educational policy and our economic and political policies in these countries? What are the elements of hope in the situation?

6. Should we use education to remake the social and economic order? What is the relation between the educational setup and the general economic and social order? Do you think that the economic order in Japan and Germany should be remade? What does democracy mean in the economic order?

7. Do we know enough and have a good enough educational system in the United States to re-educate successfully the Germans and the Japanese? Do you think that the problem of re-education illustrates the need for liberal education for citizenship both at home and abroad? Discuss.

More on This Topic

BAGLEY, W. C. "Report of the U.S. Education Mission to Japan," *School and Society*, June 1, 1946.

BARTH, A. "Rule or Ruin in Germany," *New Republic*, June 24, 1946.

BENNETT, M. T. "Postwar Treatment of Japan," *Annals of the American Academy of Political and Social Science*, July, 1946. *Discusses various aspects of social and economic reconstruction.*

EBY, KERMIT. "Japan Then and Now," *Christian Century*, June 12, 1946. *A member of the Education Mission reports on Japan.*

"German Churches To Direct Own Denazification," *Christian Century*, June 19, 1946.

HUTCHINSON, KEITH. "Nullification of Potsdam," *Nation*, June 8, 1946.

MASON, E. S. "Has Our Policy in Germany Failed?" *Foreign Affairs*, July, 1946.

MATSUMOTO, T. "Great Learning for Japan," *Asia*, May, 1946.

MIDDLETON, DREW. "Only a Start in Re-educating the Germans," *New York Times Magazine*, March 31, 1946.

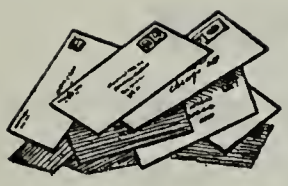
NOBLE, HAROLD J. "We're Teaching the Children To Lead Japan," *Saturday Evening Post*, July 27, 1946. *Discusses what Japanese children are being taught under the new educational system.*

SNOW, EDGAR. "Is Japan Drifting toward Socialism?" *Saturday Evening Post*, June 22, 1946.

WALN, NORA. "Can the Nazis Learn?" *Atlantic*, November, 1945.

WICKHAM, D. A. "Re-educating the Nazi Child," *Contemporary Review*, May, 1946.

ZIEMAR, G. "Our Educational Failure in Germany," *American Mercury*, June, 1946.



The People Say . . . .

The following letters are representative of the views expressed by the ROUND TABLE *audience on "What Does Russia Want?" broadcast July 21, 1946.*

Able and Impartial

Your discussion of Russia was a very able and impartial handling of a very vital issue.—*A listener from Evergreen, Colorado.*

Enlightening

Your broadcast on Russia was enlightening and a distinct aid in understanding this problem which confronts the public.—*A listener from Brooklyn, New York.*

Only Added to the Confusion

Your broadcas today about Russia certainly added to the confusion in the thinking on Russian-American affairs rather than clarified anything. One does not need college professors to simplify thinking.

I am as much interested in world order as anyone, and it is highly important that important facts be emphasized right at this time. But you have to call a spade a spade, for there is a climax close at hand. Police governments and the atomic age just do not mix. The Soviet government still has time to change; but these pro and con radio programs, leaving the listener, along with the program, in the air do not contribute anything.—*A listener from Wichita, Kansas.*

All-Time High

I have listened to your broadcast practically since its inception, but today's broadcast was an all-time high—both as to importance of subject matter and the intelligent, thoughtful treatment by the speakers. My only regret was that it could not continue for another half-hour or more. I hope that you will have these same speakers on a broadcast later to continue their splendid discussion of the most important topic in the world today and possibly the most important in the history of mankind.—*A listener from Luverne, Minnesota.*

Clear-cut and Thorough

Thanks for the clear-cut and thorough handling of the complex and wide-range subject of Russia.—*A listener from Chicago, Illinois.*

Brilliant

Your ROUND TABLE discussion was brilliant. We laymen are very fortunate to have the opportunity to hear such speakers. I am sure it makes for better world understanding.—*A listener from Bayonne, New Jersey.*

THE ROUND TABLE NETWORK

NATIONAL BROADCASTING COMPANY STATIONS CARRYING THE ROUND TABLE

1:30 P.M. EASTERN DAYLIGHT TIME

City	*Call Letters*	*Kilocycles*	*City*	*Call Letters*	*Kilocycles*
Allentown, Pa.	WSAN	1470	Lewistown, Pa.	WMRF	1490
Atlanta, Ga.	WSB	750	Martinsville, Va.	WMVA	1450
Buffalo, N.Y.	WBEN	930	Miami, Fla.	WIOD	610
Charlotte, N.C.	WSOC	1240	New York, N.Y.	WEAF	660
Chattanooga, Tenn.	WAPO	1150	Norfolk, Va.	WTAR	790
Cleveland, Ohio	WTAM	1100	Providence, R.I.	WJAR	920
Columbia, S.C.	WIS	560	Raleigh, N.C.	WPTF	680
Cumberland, Md.	WTBO	1450	Reading, Pa.	WRAW	1340
Easton, Pa.	WEST	1400	Saginaw, Mich.	WSAM	1400
Elmira, N.Y.	WENY	1230	Tampa, Fla.	WFLA	970
Grand Rapids, Mich.	WOOD	1300	Trenton, N.J.	WTTM	920
Greenville, S.C.	WFBC	1330	Washington, D.C.	WRC	980
Harrisburg, Pa.	WKBO	1230	Wilkes-Barre, Pa.	WBRE	1340
Harrisonburg, Va.	WSVA	550	Wilmington, Del.	WDEL	1150
Jacksonville, Fla.	WJAX	930	York, Pa.	WORK	1350
Lancaster, Pa.	WGAL	1490	Zanesville, Ohio	WHIZ	1240

12:30 P.M. CENTRAL DAYLIGHT TIME

Bismarck, N.D.	KFYR	550	Monroe, La.	KNOE	1450
Chicago, Ill.	WMAQ	670	Minneapolis and St. Paul, Minn.	KSTP	1500
Duluth, Minn., and Superior, Wis.	WEBC	1320	Natchez, Miss.	WMIS	1240
Elkhart, Ind.	WTRC	1340	Pittsburg, Kan.	KOAM	810
Evansville, Ind.	WGBF	1280	Shreveport, La.	KTBS	1480
Fargo, N.D.	WDAY	970	Springfield, Mo.	KGBX	1260
Greenwood, Miss.	WGRM	1240	Terre Haute, Ind.	WBOW	1230
Hibbing, Minn.	WMFG	1240	Tulsa, Okla.	KVOO	1170
Louisville, Ky.	WAVE	970	Virginia, Minn.	WHLB	1400
Madison, Wis.	WIBA	1310	Wichita, Kan.	KANS	1240
Mobile, Ala.	WALA	1410			

11:30 A.M. MOUNTAIN DAYLIGHT TIME

Albuquerque, N.M.	KOB	770	Helena, Mont.	KPFA	1240
Billings, Mont.	KGHL	790	Phoenix, Ariz.	KTAR	620
Boise, Idaho	KIDO	1380	Prescott, Ariz.	KYCA	1490
Bozeman, Mont.	KRBM	1450	Safford, Ariz.	KGLU	1450
Butte, Mont.	KGIR	1370	Salt Lake City, Utah	KDYL	1320
Denver, Colo.	KOA	850	Tucson, Ariz.	KVOA	1290

10:30 A.M. PACIFIC DAYLIGHT TIME

Fresno, Calif.	KMJ	580	Sacramento, Calif.	KCRA	1340
Medford, Ore.	KMED	1440	Seattle, Wash.	KOMO	1000
Portland, Ore.	KGW	620	Spokane, Wash.	KHQ	590
Reno, Nev.	KOH	630			

STATIONS CARRYING ROUND TABLE BY DELAYED BROADCAST

Bristol, Tenn.–Va. (Sunday, 10:00 P.M., EDT)	WOPI	1490	North Platte, Neb. (Sunday, 12:00 M., CDT)	KODY	1240
Detroit, Mich. (Sunday, 10:00 P.M., EDT)	WWJ	950	Rochester, Minn. (Monday, 9:00 P.M., CDT)	KROC	1340
Erie, Pa. (Sunday, 11:30 P.M., EDT)	WERC	1230	San Diego, Calif. (Sunday, 9:00 A.M., PDT)	KFSD	600
Fort Wayne, Ind. (Sunday, 10:00 P.M., CDT)	WGL	1450	San Francisco, Calif. (Sunday, 9:00 A.M., PDT)	KPO	680
Kansas City, Mo. (Tuesday, 10:30 P.M., CDT)	WDAF	610	St. Cloud, Minn. (Saturday, 4:00 P.M., CDT)	KFAM	1450
Los Angeles, Calif. (Sunday, 9:00 A.M., PDT)	KFI	640	Twin Falls, Idaho (Friday, 10:30 P.M., MDT)	KTFI	1270
Mankato, Minn. (Thursday, 10:00 P.M., CDT)	KYSM	1230	Iowa City, Iowa (University of Iowa, Thursday, 2:45 P.M., CDT)	WSUI	910

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No. **1945**

360. *"With Malice toward None"*
380. *"We Hold These Truths"*
382. *The Senate and the Charter of San Francisco*
383. *The Middle East: Zone of Conflict?*
384. *Russia, America, and the Peace*
387. *Are We Unprepared for Peace?*
388. *A Guaranteed Annual Wage?*
389. *Solution in China?*
392. *"Sixty Million Jobs"*
394. *Are We Going Back to Normalcy?*
395. *What Should Be the National Labor Policy?*
396. *How Can America and Russia Keep the Peace?*
398. *Revolt in the South Pacific*
399. *Peace and the Atom Bomb*
400. *Do We Fail a Second Time in Germany?*
401. *Breaking the Housing Blockade*
403. *Cancer: What the Public Should Know*
404. *What Should Be American Policy in China?*
405. *What about Science Legislation?*
406. *The State of the Nation*

1946

407. *Problem of the Year: Control of the Atom*
408. *Things To Come: How Science Shapes the Future*
409. *Congress and the President*

No.

410. *G.I. Education*
411. *What Is the Solution to the Labor Crisis?*
412. *What Is Equality?*
413. *The World Food Crisis: What Should America Do?*
414. *Public vs. Private News: How Should the World Learn about America?*
415. *The American Commonwealth Today*
417. *The Little Man in a Big Society: What Can He Do?*
418. *Can We Keep the Peace?*
419. *The Great Powers and the UNO*
420. *What Can Be Done about Inflation?*
422. *Europe's Political Future*
423. *The Challenge of Our Time*
424. *The Implications of Atomic Energy*
425. *How Dangerous Is the National Debt?*
426. *Labor and the Law*
427. *The Future of Liberal Government*
428. *Can Representative Government Do the Job?*
429. *The Military Staff Committee and the United Nations*
430. *Two Billion People*
431. *The United Nations and the Bomb*
432. *Education and the G.I.'s*
433. *Congress*
434. *What Progress in Cancer Research?*
435. *What Does Russia Want?* July 21

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